DOCUMENT RESUME

ED 120 815 CS 202 677

AUTHOR Larson, Richard L., Comp.
TITLE Selected Bibliography of Research and Writing about the Teaching of Composition, 1975.
INSTITUTION Conference on Coll. Composition and Communication, Urbana, Ill.
PUB DATE 75
NOTE 11p.; Reprinted from College Composition and Communication, May 1976

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS Annotated Bibliographies; Classroom Techniques; *Composition (Literary); Composition Skills (Literary); Higher Education; *Research Reviews (Publications); Rhetoric; *Teaching Methods

ABSTRACT

The 66 items listed in this selected, annotated bibliography either report research which can contribute to knowledge about the teaching of composition, or record fresh and/or noteworthy ideas about composition and the ways of teaching composition. (Material that deals with the preparaton of teachers or the administration of programs in composition, that argues well-known issues in familiar ways, or that adds little to previous work has been excluded.) (JM)

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Selected Bibliography of Research and Writing About the Teaching of Composition, 1975

RICHARD L. LARSON

THIS IS THE SECOND of what I hope will be annual bibliographies of writing about composition and the teaching of composition. (The first, covering 1973 and 1974, appeared in the May 1975 issue of *CCC*.) Since space in the journal is limited, I am not able to offer a comprehensive list of all items published in 1975 that bear on the teaching of composition. As in 1975, I have excluded from this list textbooks, reviews of books, items dealing with the preparation of teachers, pieces that deal mainly with the administration of programs in composition, pieces that argue well-known issues in familiar ways, and pieces that add little to previous work. My goal again has been to select and annotate items that report research which may contribute to our knowledge about the teaching of composition and items that record fresh and/or noteworthy ideas about composition and ways of teaching composition.

I welcome comments on the bibliography, particularly on items that a reader feels should have been included but were not. I also welcome suggestions about items that appear during 1976 that should be considered for mention in next year's bibliography. Please direct comments to my home address: 7 Macy Avenue, White Plains, NY 10605.

1 Bain, Robert, "Journalism and Composition," *Freshman English News*, 4 (Spring, 1975), 1-3.

Argues that a "journalistic approach" to Freshman English has a number of advantages: it helps students to define an audience for writing; it gives them a series of questions for use in inventing details; it suggests subjects for writing (events and persons such as might be treated in a newspaper); and it develops students' skills in editing, particularly for economy and emphasis. (See also, on the values of journalistic style in composing, Robert G. Kraft, "The Death of Argument," *College English*, 36 [January, 1975], 548-551.)

2 Baron, Dennis E., "Non-Standard English, Composition, and the Academic Establishment," *College English*, 37 (October, 1975), 176-183.

Basing its argument on the characteristics of dialect and on the differences between written and oral language codes, this article argues that teachers of writing should focus on intelligibility and communication in the written code rather than on enforcing arbitrary standards of correctness and "language etiquette."

3 Berthoff, Ann E., "Reclaiming the Imagination," *Freshman English News*, 3 (Winter, 1975), 13-14.

Responds to Richard Coe's "Rhetoric: 2001" (which appeared earlier in *Freshman English News*) by asserting that communication theory and information theory are not the sources of useful concepts about English and teaching, and arguing instead that language is "the supreme organ of the mind's self-ordering growth." Argues that the process of composing is an act of knowing, that it helps us make sense of our world, and that the active mind—the imagination—helps us to convert experience into knowledge by enabling us, among other acts, to *perceive* and *conceive*.

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4 Bleich, David, "Motives and Truth in Classroom Communication," *CCC*, 26 (December, 1975), 371-378.

Argues for the examination of motives and inward purposes in the discussing of students' communications and illustrates the effort to locate the motives behind students' writing by means of a case history, in which several papers by one student (who was concerned with the inability to express feelings adequately) are quoted in whole or in part. Asserts that teaching communication is teaching the telling of truth, which is related to the attitudes and motives with which one writes. A perceptive discussion of how writers reveal motives even if unable or unwilling to state them directly.

5 Britton, James, *et al. The Development of Writing Abilities (11-18)* (London: Macmillan Education, 1975).

Reports on an extended research project conducted under the sponsorship of the Schools Council, concerning the kinds of writing done in school (in all subjects) by students aged 11-18. Constructs a fresh procedure for classifying writing according to the relationship of writer to reader(s) and according to the function served by the writing. Concludes that the students are developing the ability to write for different audiences and functions far less than might be desired. An important book for those interested in rhetoric, in writing in the schools, and in procedures for doing research on writing.

6 Cassill, R. V., "Approaches to Semiotic Composition," *College English*, 37 (September, 1975), 1-12.

Describes the activities in a distinctive course taught by the author, in which students compose not only in words but in pictures, shapes, symbols, and signs, and in which they produce word lists to stimulate discovery of meanings, patterns of thought and sound, and revealing relationships and metaphors. Offers a fresh view of the idea of "composing."

7 Coe, Richard M., "Closed System Composition," *ETC.*, 32 (December, 1975), 403-412.

Argues that much of current teaching in freshman composition reflects a "closed system" model—one characterized by a predilection for dividing wholes into parts, analyzing processes into discrete steps, and assuming simple linear cause-effect relationships. Urges that such a model is "counterproductive" and should give way to a "holistic" model in which the student learns to perceive and respond to complex interrelations, to observe the often intricate connections between signifier and thing(s) signified, and to note, in communication (such as literature), the connections among the writer, the reader, and the context(s) in which the writing occurred.

8 Coe, Richard M., "Eco-Logic for the Composition Classroom," *CCC*, 26 (October, 1975), 232-237.

Argues that it is especially important today that observations of phenomena and judgments on data take account of the total context in which phenomena and data occur and suggests that the rhetoric appropriate for these circumstances is one which recognizes the connection of each part of the utterance to the whole and of each utterance to the context (relationship of speaker/writer to listener/reader) in which it will work.

9 Cohen, Ralph A., "Reading and Writing Movie Reviews in Freshman English," *Freshman English News*, 4 (Spring, 1975), 3-4, 11.

Argues that professional movie reviews offer interesting subjects for discussion in writing courses, as well as models for effective writing and examples of several rhetorical purposes (description, narration, argument, persuasion), all in a short piece. Argues that writing movie reviews offers students appealing subjects and requires approximately the number of words needed in a freshman essay. Offers examples of reviewers whose work might be assigned and quotes from these reviewers to illustrate varieties of style and rhetorical technique. (See also Dale Adams and Robert Kline, "The Use of Films in Teaching Composition," *CCC*, 26 [October, 1975], 258-262, for discussion of how rhetoric can be taught with the aid of films and of possible writing assignments based on films.)

10 Comprone, Joseph, "Cybernetics and Rhetoric: Freshman English in an

Overdetermined World," *ADE Bulletin*, No. 46 (September, 1975), 22-31.
Notes the need for interdisciplinary emphases in the teaching of writing and the need for many-sided, flexible programs (as distinguished from programs with a single emphasis and an oversimplified view of causes and effects in learning) to meet the varied needs and abilities of students. Then reviews the program at the University of Cincinnati: objectives and emphases in classes and assignments, the selection and training of staff, the designing of varied courses in writing, rhetorical and philosophical premises underlying the program. Emphasizes studies of the interaction of reader and writer as a foundation for the teaching of writing.

11 Coomber, James E., "Perceiving the Structure of Written Materials," *Research in the Teaching of English*, 9 (Winter, 1975), 263-266.
Reports results of an experiment suggesting that many students have trouble seeing the structure and its relationship to thesis in non-fiction pieces and suggests a connection between students' inability to perceive structure in reading with their inability to achieve effective organization in their writing.

12 Corbett, Edward P. J., "Rhetoric, Whether Goest Thou?" in *A Symposium in Rhetoric* (Denton, Texas: Texas Woman's University, 1975), pp. 44-56.
Reviews scholarship and commentary on subjects important to rhetorical theory of the seventies—speech act theory, style, invention, modes of discourse, cybernetics, and non-print media—and concludes that the study of how "man uses or is used by symbols of inducement" is flourishing.

13 Cramer, Ronald L., "The Nature and Nurture of Creative Writing," *Elementary School Journal*, 75 (May, 1975), 506-512.
Proposes a broad view of the concept "creative writing" and urges that children be encouraged to experience the pleasures and values of personal authorship, since it contributes to students' academic and personal growth. Offers a number of suggestions for encouraging children to value writing and engage in it freely.

14 Cramer, Ronald L. and Barbara B. Cramer, "Writing by Imitating Language Models," *Language Arts* (formerly *Elementary English*), 52 (October, 1975), 1011-1014, 1018.
Gives an argument for including in elementary classes activities in which students imitate language patterns in professional stories and poems, describes a procedure for eliciting patterned writing, and lists a number of books that might serve as patterns for such writing activities.

15 D'Angelo, Frank. *A Conceptual Theory of Rhetoric* (Cambridge, Massachusetts: Winthrop Publishing Company, 1975).
Investigates the interdisciplinary make-up of rhetorical studies (some completed, many to be undertaken). Argues for the essential unity of invention, design, and style around the "topics," which D'Angelo asserts form a conceptual structure for thinking. Supports his contentions by extended analysis of the structure of some pieces and the style of some passages. Draws on recent writings in folklore and anthropology as well as familiar work in rhetoric. An important contribution to rhetorical theory.

16 Davis, Richard M., "Experimental Research in the Effectiveness of Technical Writing," *IEEE Transactions on Engineering Writing and Speech*, ESC-10 (December, 1967), 33-38, reprinted in *The Teaching of Technical Writing* (Urbana, Illinois: National Council of Teachers of English, 1975), pp. 109-122.
Describes and illustrates a procedure for isolating some variables in the handling of a problem in technical communication and for determining which ways of handling the problem were more effective with different groups of readers.

17 Denman, Mary Edel, "I Got This Here Hang-Up: Non-Cognitive Processes for Facilitating Writing," *CCC*, 26 (October, 1975), 305-309.
Describes a series of classroom procedures

that relieve anxiety, develop affiliation among students, and provide opportunities for success. Focuses on procedures for getting students to point out in class the strong points in each other's writing and relates the techniques to the comments offered by the teacher in annotating each paper. Argues that the emphasis on positive accomplishment does not result in a lack of rigor in students' work.

18 Emig, Janet, "The Biology of Writing: Another View of the Process," in *The Writing Processes of Students*, ed. W. Petty and P. Finn (Proceedings of the First Annual Conference on the Language Arts, Buffalo: State University of New York at Buffalo, 1975), pp. 11-20.

Proposes two new emphases for research concerning the composing process: (1) on the findings of developmental psychologists, such as Piaget and Luria, and what they may have to suggest about what children can accomplish at different stages of their cognitive growth; and (2) on the work of students who exhibit dysfunctional writing behavior (such as that in brain-damaged and aphasic persons, whose writing behavior is always impaired by their disability). Suggests that a growing body of knowledge about psychological development and medico-psychological problems is substantially unexplored by teachers of writing and developers of curricula in writing.

19 Fagan, William T., Charles R. Cooper, and Julie Jensen, "Measures: Writing," in *Measures for Research and Evaluation in the English Language Arts* (Urbana, Illinois: National Council of Teachers of English, 1975), pp. 185-206.

Lists, describes, and gives data on validity and reliability about fourteen measures useful in research on writing, many of them not previously published. Includes tests, evaluation scales, indices of such features as syntactic maturity, analytical tools, and a corpus of American expository essays. Likely to be of value to persons engaged in serious research about writing and the teaching of composition.

20 Fear, David E., "Relevancy and Revision: An Approach to Teaching Technical Writing," in *The Teaching of Technical Writing* (Urbana, Illinois: National Council of Teachers of English, 1975), pp. 86-94.

Gives the underlying assumptions, aims, assignments, and teaching strategies in the author's course in technical communication.

21 Fleischauer, John F., "James Baldwin's Style: A Prospectus for the Classroom," *CCC*, 26 (May, 1975), 141-148.

Argues that the study of style can be a strong help to teaching students the art of writing in prose and illustrates the argument by an analysis of style and the connection of thematic emphasis with style in Baldwin's "Notes of a Native Son." Considers length of sentences and paragraphs, syntactic structures, choice of words, and Baldwin's use of "suspensions" created (for instance) by the use of parenthetical phrases.

22 Garcia, Ricardo L., "A Linguistic Frame of Reference for Critiquing Chicano Compositions," *College English*, 37 (October, 1975), 184-188.

Cites phonological and morphological features of Chicano writing that reflect linguistic interference rather than being "improper English" and also suggests that syntactic interference between Chicano languages and English is probably not substantial.

23 Glass, Malcolm, "Lying Helps Them Tell the Truth More Vividly," *CCC*, 26 (February, 1975), 36-38.

Argues that work in imaginative writing should be part of every course in English and points to the results obtained from assignments in which students are asked deliberately to write imaginatively—including one in which students were asked to write nothing but lies.

24 Gorrell, Robert M., "Rhetoric, Dickoric, Doc: Rhetoric as an Academic Discipline," *CCC*, 26 (February, 1975), 14-19.

Identifies rhetoric as the study of the making of choices, mentions some fields on which rhetoric draws, and proposes some emphases for an undergraduate curriculum in rhetoric.

25 Graves, Donald H., "An Examination of the Writing Processes of Seven-Year-Old Children," *Research in the Teaching of English*, 9 (Winter, 1975), 227-241.

Reports on a study of these writing processes, conducted through case studies of individual student writers, analyses of samples of writing, and "naturalistic observation" of children writing. Offers conclusions about learning environments, about unassigned as distinguished from assigned writing, and about differences between boys and girls as writers. Identifies two distinct types of writers, reactive and reflective, and describes the kinds of behavior exhibited by each. Proposes several questions for further research. Important study because of the methodology used.

26 Gray, Barbara Quint, "Dialect Interference in Writing: A Tripartite Analysis," *Basic Writing*, 1 (Spring, 1975), 14-22.

Suggests that some kinds of errors observed in the written English of students in Basic Writing courses are due to dialect interference, identifies three specific kinds of errors traceable to dialect interference, and proposes ways of teaching that may help students reduce the frequency of each kind of error.

27 Halloran, S. M., "On the End of Rhetoric, Classical and Modern," *College English*, 36 (February, 1975), 621-631.

Contrasts some of the assumptions in classical rhetoric (that the world is knowable and can be clearly presented to listeners by a wise man in whom the listeners will have confidence) with the premises of modern rhetoric (that knowledge is fragmented and that there is a gulf between speaker and listener which the serious speaker must try to bridge by articulating his world to a listener and, in the process, by risking the dissolution of that world). Argues for the inclusion of literature within a modern conception of rhetoric and urges that the language of a speaker/writer remains an important study because it discloses the *ethos* with which that person is trying to articulate his/her world.

28 Halsted, Isabella, "Putting Error in Its Place," *Basic Writing*, 1 (Spring, 1975), 72-86.

Suggests that while students' errors are important to note, the teacher should not be so preoccupied by locating errors that he/she makes the student view writing as an opportunity for failure and should seek ways of helping students to achieve what is good in writing. Suggests some ways (including free writing, group work, use of media) for encouraging students to look upon writing as an opportunity for effective communication.

29 Haring, Lee, and Ellen Foreman, "Folklore in the Freshman Writing Course," *College English*, 37 (September, 1975), 13-21.

Proposes that writing skills and the preservation of students' distinctive voices can be advanced through the use of folklore as subjects for writing. Offers extended definitions of "folk" and "folklore" and discusses particular types of folklore, including typical patterns of verbal persuasion within a group, songs, and games. Emphasizes the oral elements in folklore. Suggests folklore as the subject of research projects and describes how students can carry forward such research. An informed and stimulating essay.

30 Hess, Karen M., "The Role of Objectives and the Teaching of Composition," *CCC*, 26 (October, 1975), 274-278.

Describes kinds and levels of behavioral objectives, enumerates guidelines for the use of such objectives, and identifies benefits that may accrue from using behavioral objectives appropriately. Argues for the value of behavioral objectives as ways of helping both teachers and students achieve their goals. An informative and helpful article on a topic that typically generates much discussion among teachers and trainers of teachers.

31 Hillocks, George, *Observing and Writing* (Urbana, Illinois: National Council of Teachers of English and ERIC, 1975).

Briefly sketches the theoretical justification, and some techniques, for the teaching of

observation as a part of instruction in writing and then enumerates fifteen games and activities that help in the teaching of observation.

32 Jacobs, Lucky, "Existential Phenomenology and Personal Writing," *CCC*, 26 (October, 1975), 293-297.
Through citations from existential philosophers and commentators on them, explores ways of teaching students to be attentive to things and events, and to discover and record experiences in which they can express the relationship between "self, world, and other" that the philosophers value.

33 Kantor, Ken, "Evaluating Creative Writing: A Different Ball Game," *English Journal*, 64 (April, 1975), 72-74.
Proposes six criteria, drawn from psychologists' discussions of creativity, for the evaluation of students' creative writing, and applies the criteria to a brief story written by a student.

34 Kantor, Kenneth J., "Creative Expression in the English Curriculum: An Historical Perspective," *Research in the Teaching of English*, 9 (Spring, 1975), 5-29.
Traces successive views of English and curricula in English from the beginning of the twentieth century to the period of the Dartmouth Conference. Argues that the present-day interest in creativity and in the student's imaginative life is the latest manifestation of a concern long expressed by teachers of English.

35 Kehl, D. G., "The Electric Carrot: The Rhetoric of Advertisement," *CCC*, 26 (May, 1975), 134-140.
Argues for the usefulness of advertising in the teaching of rhetoric and composition, and cites ways in which advertisements can teach discovery of ideas, reasoning, syntax, word choice, and other elements in rhetoric.

36 Kobler, Turner, "Rhetoric and Linguistics," in *A Symposium in Rhetoric* (Denton, Texas: Texas Woman's University, 1975), pp. 34-43.
Reviews some current developments in linguistics—including theories of grammar, sociolinguistics, and psycholinguistics, and the investigative techniques used by scholars in these fields—and argues that these developments support and extend rhetorical studies, even in their concern with the truth of what is communicated by the writer or speaker.

37 Krishna, Valerie, "The Syntax of Error," *Basic Writing*, 1 (Spring, 1975), 43-49.
Notes the problems presented in students' writing by incoherent and illogical syntax and proposes that such problems be treated by helping the students to place their central ideas in the subjects and verbs of their sentences.

38 Larson, Richard L., ed., *Children and Writing in the Elementary School: Theories and Techniques* (New York: Oxford University Press, 1975).
Reprints 29 essays on writing and the teaching of composition in elementary school, including works by James Britton, James Moffett, Kellogg Hunt, John Dixon, Herbert Kohl, Kenneth Koch, Wallace Douglas, Francis Christensen, and Frank O'Hare. Arranges essays in five groups: "Theories of Discourse and of the Development of Children," "Classroom Management and Teaching Techniques," "Responding to Students' Writing," "Teaching Some Structures and Conventions in Language," and "The Teaching of Rhetoric."

39 Larson, Richard L., "English: An Enabling Discipline," *ADE Bulletin*, No. 46 (September, 1975), 3-7.
Notes the concern of some faculty outside English about organizational and conceptual difficulties, not just mechanical errors, in students' writing, and proposes ways in which the teaching of writing can be related to the emphases of faculty members in disciplines outside English.

40 Laurence, Patricia, "Error's Endless Train: Why Students Don't Perceive Errors," *Basic Writing*, 1 (Spring, 1975), 23-42.
Proposes that many kinds of errors observed in the work of students in Basic Writing courses may be due to perceptual and cognitive confusions, supports her thesis with

citations from Piaget and other psychologists, and offers some sample exercises to improve students' perception in reading. Also classifies errors found in a sampling of students' writing in such a way as to suggest kinds of teaching strategies that need to be developed in order to help students reduce such errors. An original and stimulating treatment of "error."

41 Linn, Michael D., "Black Rhetorical Patterns and the Teaching of Composition," *CCC*, 26 (May, 1975), 149-153.

Suggests that familiarity with the oral rhetoric of Black culture and with special techniques of communication used in that culture can help the teacher in planning instruction in writing for Black students. Cites several oral forms in Black culture, describes how communication works in these forms, and suggests the use of group composition and personal narrative as ways to draw on the communication habits of Black students at the start of a course in composing.

42 Macintosh, Fred H., "Teaching Writing for the World's Work," in *The Teaching of Technical Writing* (Urbana, Illinois: National Council of Teachers of English, 1975), pp. 23-33.

Argues the value of teaching technical writing, in part by noting the many purposes that such writing may serve and the complexity of the rhetorical decisions it requires, and then offers suggestions about how the inexperienced person can prepare to teach technical writing and how courses in that subject can be organized. Useful short article for anyone new to technical writing.

43 Mellon, John, "The Writing Assessment," in *National Assessment and the Teaching of English* (Urbana, Illinois: National Council of Teachers of English, 1975), pp. 14-38.

Describes the first round of tests of writing conducted by the National Assessment, reports some of the findings, and evaluates both the testing procedures and the findings. Notes particularly the suggestions in the assessment that students in high school may not be improving greatly their ability at composing. Notes, too, the imprecision of phrasing in the writing assignments used in the first round and offers suggestions about the effective focusing of assignments. Finally, notes the absence of attention, in the first round of testing, to expressive writing and writing that deals with feelings. Useful introduction to the accomplishments of the National Assessment in writing and to its problems.

44 Moslemi, Marlene H., "The Grading of Creative Writing Essays," *Research in the Teaching of English*, 9 (Fall, 1975), 154-161.

Although reporting an experiment with ninth-graders in which pre- and post-tests surrounding an intensive unit (using audio-visual materials) on creative writing showed no significant improvement in students' ability at creative writing, the article does describe procedures for selecting and training judges of creative writing that resulted in high reliability of scores among the judges.

45 Ney, James W., *Linguistics, Language Teaching, and Composition in the Grades* (The Hague and Paris: Mouton, 1975).

Reports on several research activities that investigated whether the use of procedures typically associated with the teaching of foreign languages would be of help to the teaching of composition in elementary grades. Concludes that oral exercises in combination with written exercises—exercises involving pattern practice and sentence-combining—did improve students' ability at composing: they helped students write longer compositions more freely and with a greater variety of sentence patterns than did students who took the usual instruction. Includes a full presentation of the instructional exercises used and detailed quantitative support for major conclusions.

46 Nold, Ellen W., "Fear and Trembling: The Humanist Approaches the Computer," *CCC*, 26 (October, 1975), 269-273.

Suggests that the computer, using skillfully designed programs, can help in the teaching of composing and arguing and offers examples of the kinds of programs that can be designed.

47 Odell, Lee and Joanne Cohick, "Writing about Literature: Eighth-Graders Encounter 'The Ransom of Red Chief,'" in Ouida Clapp, ed., *On Righting Writing* (Urbana, Illinois: National Council of Teachers of English, 1975), pp. 42-47.

Proposes that students' creative energies can be activated if they are asked to use their imaginations to flesh out details about events and characters in a story. Students can be asked to observe how television photography establishes focus and changes focus, then can be asked to draw pictures representing events as if they were a succession of camera shots. The results are concretely imagined detail and revealing analogies, which give the students vivid material for writing.

48 Odell, Lee and Joanne Cohick, "You Mean, Write It Over in Ink?" *English Journal*, 64 (December, 1975), 48-53.

Discusses a way of helping students to understand what it means to revise their papers. Describes six weeks of work with ninth-graders in which the students were first given practice in asking questions about their subjects and in varying the focus used in describing, then were trained to employ in the revision of papers some of the discovery procedures developed by Richard Young, Alton Becker, and Kenneth Pike.

49 O'Donnell, Roy C. and William L. Smith, "Increasing Ninth-Grade Students' Awareness of Syntactic Structure Through Direct Instruction," *Research in the Teaching of English*, 9 (Winter, 1975), 257-262.

Reports on an experiment to determine whether students who successfully complete a short instructional module on sentence structure show increased sensitivity to syntactic structures and concludes that they do show this increased sensitivity.

50 Ohmann, Richard M. and W. B. Coley, eds., *Ideas for English 101: Teaching Writing in College* (Urbana, Illinois: National Council of Teachers of English, 1975).

Reprints 23 articles on the teaching of writing from *College English*, 1967-1975. Includes pieces by Lou Kelly, Peter Elbow, W. E. Coles, Kenneth Bruffee, Robert Zoellner, Ross Winterowd, Harvey Wiener, Ken Macrorie, Joseph Comprone, and Barrett Mandel. Arranges the essays in two groups: "What Should Freshman English Be? Methods and Controversies" and "Tactics."

51 Ong, Walter, "The Writer's Audience Is Always a Fiction," *PMLA*, 90 (January, 1975), 9-21.

Advances what is now a continuing examination of the relationship between a writer and readers. Argues that in most, perhaps all, forms of writing, the writer must invent in imagination the characteristics of his/her readers, and address the readers thus imagined. The reader, in turn, must imagine how the writer is perceiving him/her and respond accordingly. Ong looks at a number of works in the history of literature and shows how his argument applies; he also discusses the non-fictional genres of history, scholarly writing, letters, and diaries, and shows the application of his argument to them. An important—perhaps even seminal—discussion.

52 Porter, E. Jane, "Research Report," *Language Arts* (formerly *Elementary English*), 52 (October, 1975), 1019-1026.

Reports on three (evidently unpublished) pieces of research on the teaching of composition: a project in New Jersey that drew on oral-language aptitudes and some data from linguistics to help children improve their skills in writing; a project to determine whether students would learn to improve their writing by applying a rating scale to their own and others' writing; and a project to determine the effects on children's writing of reading myths, fables, and legends and experiencing the stimuli of "pictures of concrete, fantasy, and abstract visual representations."

53 Rodrigues, Raymond J., "Folklore: An Unlimited Writing Source," in Ouida Clapp, ed., *On Righting Writing* (Urbana, Illinois: National Council of Teachers of English, 1975), pp. 37-39.

Perceives folklore as "folklife," the current

practices and traditions of the people, and suggests a number of kinds of tradition that students might investigate and write about. Argues that sources of information are many and readily available.

54 Sanders, Sara E. and John H. Littlefield, "Perhaps Test Essays Can Reflect Significant Improvement in Freshman Composition," *Research in the Teaching of English*, 9 (Fall, 1975), 145-153.

Points out weaknesses in the procedures typically used to test improvement in composition—through impromptu pre- and post-test themes—and reports a study in which students *did* demonstrate improvement when allowed, on both pre- and post-test, to engage in research, undertake pre-writing activities, and revise the first drafts of their essays. Differentiates between the standard "expository" approach to the teaching of writing and the "aims" approach (following Kinneavy's *A Theory of Discourse*), but in this experiment reports significant improvement between pre- and post-test for students working with both approaches.

55 Schuman, R. Baird, "Between the Lines in Student Writing," *English Education*, 6 (December-January, 1975), 74-82.

Discusses the language found in selected papers by students from the inner city, offers suggestions about assignments that might be attempted and those that might be avoided with such students, and proposes ways to draw inferences about the lives and feelings of these students from their papers.

56 Siff, David, "Teaching Freshman Comp to New York Cops," *College English*, 36 (January, 1975), 540-547.

Argues, from the author's experience, the value of asking students to look at, and write about, events and issues from the point of view opposite to the one they normally take or from the point of view of their opponents in an imagined argument.

57 Sink, D. Michael, "Teach-Write/Write-Teach," *Elementary English*, 52 (February, 1975), 175-177, 186.

Identifies two principal kinds of instruction in writing: that in which the teacher teaches about composition, then asks students to write applying the principles learned, and that in which the teacher encourages students to write first, then teaches by responding to what students write. Enumerates a group of assumptions that underlie each procedure and recognizes value in some of the assumptions in each group. Concise, informative piece.

58 Solomon, Martha, "Teaching the Nominative Absolute," *CCC*, 26 (December, 1975), 356-361.

Identifies the elements in the structure of the absolute construction, shows how absolutes can be generated from basic sentence patterns, and demonstrates how absolutes can be attached to base sentences by "adjunction" and "accretion" (Paul Rodgers, Jr.'s terms). Valuable article on helping students generate sentences and combine sentences.

59 Sternglass, Marilyn S., "Dialect Literature: Positive Reinforcer for Writing 'In' and 'Out' of Dialect," *CCC*, 26 (May, 1975), 201-204.

Describes a course in composition that focused on stories written in dialect and on qualities lost from such stories if the dialect is removed. Reports that dialect and "nonstandard" features were sharply reduced in students' papers in which dialect would be inappropriate.

60 Steward, Joyce S., "To Like to Have Written: Learning the Laboratory Way," *ADE Bulletin*, No. 46 (September, 1975), 32-43.

Describes in detail the operations of the Writing Laboratory at the University of Wisconsin: kinds of problems brought in by students, approaches taken to students' problems, ways of recording students' progress, materials used in the laboratory, selection and training of staff, measures of effectiveness of the laboratory. Informative essay for those interested in writing laboratories.

61 Stotsky, Sandra L., "Sentence-Combining as a Curricular Activity: Its Effect on Written Language Development and Reading Comprehen-

sion," *Research in the Teaching of English*, 9 (Spring, 1975), 30-70. A review of the (still inconclusive) research dealing with the effects of children's knowledge about syntax on their reading comprehension and of the research dealing with the effects of sentence-combining exercises in writing. Gives a full account of the work of Mellon, O'Hare, and others, suggesting that writing exercises (such as those used by Mellon and O'Hare) directed toward improving a child's syntactic fluency may also improve reading comprehension. Offers a model of the language curriculum, suggesting that growth in one of the areas of reading, speaking, listening, and writing may contribute to growth in other areas and suggesting further that growth in power to use language may "contribute to as well as flow from" linguistic and intellectual development. Well-informed and valuable article.

62 Tate, Gary, "Searching for a Romantic Rhetoric," in *A Symposium in Rhetoric* (Denton, Texas: Texas Woman's University, 1975), pp. 5-10.
Argues that much of current theorizing about rhetoric has not been usefully applied to the practical needs of the teacher of composition and suggests that rhetorical theory needs to be concerned with the search for truth, and not merely with the manipulation of audiences.

63 Tiedt, Iris M. *Individualizing Writing in the Elementary Classroom* (Urbana, Illinois: National Council of Teachers of English and ERIC, 1975).
Offers a brief justification for attention to individualizing student writing, then lists a number of procedures that help with such individualization, including the construction of a writing center, the development of task cards, the making of learning modules, and various exercises and games.

64 Waldschmidt, Elmer C., "Peers Paired for Talk–Writing," *Illinois English Bulletin*, 62 (May, 1975), 2-8.
Draws on Zoellner's conceptual foundation in "Talk–Write: A Behavioral Approach to Pedagogy" and reports an experiment in which students in a high-school class were paired, one member of the pair talking out some ideas and writing them down, the other member acting as an audience and asking questions, demanding clarification, inviting specific details, etc. Reports statistically significant improvement in students' writing over the semester, in the judgment of other teachers of English in the same school.

65 Winterowd, W. Ross, ed., *Contemporary Rhetoric: A Conceptual Background with Readings* (New York: Harcourt Brace Jovanovich, 1975).
Reprints 24 essays on rhetorical theory, including pieces by Janet Emig, Wayne Booth, Karl Wallace, Richard Young, Kenneth Burke, Ross Winterowd, Francis Christensen, Marshall McLuhan, Richard Ohmann, Louis Milic, and Laurence Perrine. Arranges essays in three groups: "Invention," "Form," and "Style." Includes an extended introduction on the pedagogy of composition by the Editor and introductions to each section. Substantial emphasis on the connections between linguistics and language studies, on the one hand, and composing, on the other. Also emphasis on recent studies of invention and pre-writing. A substantial compilation of the most important work in rhetorical theory in the past thirty years.

66 *Writing in Science: Papers from a Seminar with Science Teachers* (London: Writing across the Curriculum Project, University of London, 1975).
As part of the research project in the writing of children, ages 11-18, explores the kinds of writing invited and encouraged by science instruction in Britain and concludes that students are given little opportunity to practice other than transactional writing directed to a teacher as examiner (see item # 5).

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